

## CHAPTER II LITERATURE REVIEW

### II.1. Review of The Related Theories

In this chapter, theories that related to the study are explained. The theories focus on the general concept of reading and reading comprehension, narrative text, Affinity Strategy and Story Grammar Strategy.

### II.2. Reading

Definition of reading appears in various perspectives. Day and Bamford (1998:2) stated that reading was the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding. So the readers construct the meaning by interacting with the text, and combination of the prior knowledge and previous experience to get the information from the text.

In addition Cahyono(2011:57) said that reading was a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print. Reading is complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader" s prior knowledge.

Harmer (2007:99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more what they read. Reading also has a positive effect on student" s vocabulary knowledge, on their spelling or on their writing. Reading consist two related processes: word

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recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentence and connected texts.

Reading in the Native language, it is now acknowledged about the world as well as on knowledge of language and print. Readers construct new knowledge from the interaction. According to Nunan (2003: 68), reading is a fluency process of readers' information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

From the definition above, it can be inferred that reading is the learning process to identify the word and to understand the word of the text. Reading is a process interaction and communication between the reader and the writers.

Reading in a second language is similar to those acquired in the first language in that they call in knowledge of sound/ symbol relationships, syntax Grammar and semantic O „Mally (1996: 94). Reading as a form of an entertainment and an essential life skill, does not just happen. It is a skill that must be established for a child. ( Iftanti, Erna 2015: 365). Reading is a source of joys. Good reading is that which keeps students regular in reading, which provide him both pleasure and provide. Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

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Reading is a process of deriving meaning from text Cline and King (2006). Moreover, according to Grabe and Stoller (2002:9) stated that reading is the ability to draw meaning from the printed page and interpret this information appropriately. In addition, according to Linse (2005:69), reading is a set of skills that involves making sense and deriving meaning from the printed word. Besides that, Seyler (2004) in Sari (2010:3) stated that reading is a process of obtaining or constructing meaning from a word or cluster words.

Nuttal (2005) in Febriani (2011:19) said that reading essentially focused on meaning, especially delivering meaning from writer to reader as one of English skills that need readers' interpretation of the text. McNamara (2007:3) stated that reading was an extraordinary achievement when one considered the number of levels and components that must be mastered. Considering what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes.

Nation (2009:49) has said that reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world.

According to Moreillon (2007:19-132), he states that there are seven reading comprehension strategies, such as activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing. Meanwhile, there are six element indicators of reading according to Mahdum (2011:15) such as, Main ideas, supporting details, words meaning, reference,

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inference, and retelling story. According to Widyamartaya (1992:90) in Ali (2010:21), he stated that the definition is explained based on the indicators as follows:

1. Main ideas mean reading to get the problem statement supporting details mean readers want to know what is done by the subject of the story
2. Words meaning mean reading want to find unusual meaning references mean describe or be connected to somebody or something. Referring to somebody or something, number, word or symbol that tells where information may be found
3. Inferences mean reading to know what is the writer meant by its story
4. Retelling story
5. Based on several opinions from experts above, the a conclusion that reading is one of basic skill in English learning in which the reader can read for enjoyment, or with purpose.

According Nuttal (1982) in Ali (2010:31) on his thesis, he stated that it depends of the purpose of reading it also can be classified into two types of activities, intensive and extensive reading. 1). Intensive reading. Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. It is used to gain a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming; Reader is trying to absorb all the information given, example; Reading dosage instruction for medicine. 2). Extensive reading. Readers deal with a longer text as a whole, which requires the ability to understand the component part and their contribution the

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overall meaning, usually for one's own pleasure. This is fluency activity, mainly involving global understanding, and example; Reading a newspaper, article, and short story or novel.

Pang. et al. (2003) argued that reading is a complex activity in understanding written text that involves both perception and thought, also consists of word recognition and comprehension process. Word recognition refers to the process of realizing how a text or written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text.

Reading is a way in which something interpreted or understood. Readingt does not mean that reading only understands the words or the Grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English. The National Council of Teacher of English (NCTE) Commission on Reading (2004) states:“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. Areaders' competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime.

Reading is very important skill to be mastered by junior high school students. Through reading, students can get more information and knowledge in reading to learn that stated in the textbook or on the other resources. They can use

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reading to learn and get more information from the world around them. Hannel ( 2008;26 ) states that reading can enhance their lives be a source of great pleasure. In reading activities, the students are not just obligated to be able to read what is written after reading material itself. In addition, Andrew ( 2008;14 ) stated that reading is the practice of using text to create meaning. So, before the students get the meaning or message from the text, they must understand or comprehend the text material. Nail (2003;68) conveys that the goal of reading is comprehension.

### II. 3. Type of Reading

According to Brown (2011:312), there are several types of reading in the classroom.

#### II.3.1. Oral reading and several readings

Occasionally, teachers will have reason to ask the students to read orally. At the beginning and intermediate levels, oral reading can:

- ◆ Serves as an evaluative check on the bottom up processing skill.
- ◆ Double as a pronunciation check.
- ◆ Serve to add some extra students participation if the teacher wants to highlight a certain short segment of reading passage.

For advance levels, only advantages can be gained reading orally. The teacher wants to use oral reading to serve this purpose because the advantages of oral reading can easily come into:

- a. Oral reading is not an authentic language activity.
- b. While one student is reading, the others can easily loose attention.

c. Silent reading may be sub-categorized into intensive and extensive reading.

### II.3.2. Intensive reading

Intensive reading is reading shorter text (anecdotes, short, narrative, descriptive, etc.) to extract specific information. This is more accuracy involving reading for details. In this course, each text is read carefully and thoroughly for maximum comprehension. In intensive reading, teacher provides direction and help before, sometimes during and after reading. Students do exercises that require them to work in depth with various selected aspects of the text.

Intensive reading calls students' attention to grammatical form, discourse markers and other surface structural details for the purpose of understanding the literal meaning implication and rhetorical relationship.

### II.3.3. Extensive reading

Extensive is high level in reading like as the statement that the researcher gets from this extensive reading guide book. Extensive reading is the high level of the reading series program which must be faced by the students to accomplish their reading program. In extensive reading provide the students with the competence to read and enjoy fiction text such as short stories, fairy tales, and folktales at intermediate level (300-400 words in length) build up knowledge of vocabulary by identifying idioms and figurative expressions and, encourage a liking of reading. It also provides the students with the competence to analysis and expectedly internalizes the lessons of the stories and share with one another what they learned from students reading (Renita D. 2014: 4). When we are given a reading assignment, what is the first thing you do? If we like most of the students, we probably look at the title and then begin to read the first sentence of the first

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paragraph. Most students either have never heard of rereading strategies or do not know how important they are. These strategies take time, which most students do not think they have.

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtained pleasure from the text. The reading is individualized, what means that students choose books they want to read, they read it independently of the teacher and they are not required to do any tasks after reading. Moreover, they are encouraged to stop reading whenever they consider the material not interesting or too difficult. Extensive reading can be introduced to any kind of EFL class whatever the content, intensity, age of students or their language level, the only condition is that students already have a basic knowledge of a foreign language and are literate in it. Extensive reading belongs to Free Voluntary Reading approaches that share the common idea of independent, voluntary reading. Other examples are Sustained Silent Reading or Self-Selected Reading.

#### II.3.4. Reading Comprehension

Reading comprehension is the process of making meaning from text Wolley (2011:15). The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Kurniawan (2013:4) stated that reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. According to Snow (2002:11) in Kurniawan (2013:14) reading

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comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Guthrie & Scaffiddi (2004:227) state that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. Richards et al (2001:46) in Djuhariah et al (2012:4) said that reading comprehension was the act or action of grasping an idea with the intellect understanding. The idea of creating meaning and constructing knowledge from text is commonly referred to as reading comprehension.

Tarkensley (2003:90) stated that comprehension was the center of reading. Comprehension requires making meaning of words when listening, speaking, reading, and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text.

Vicki (2010;14) also states that comprehension is grasping or understanding the meaning of informational materials. Furthermore, Klinger Voughn and Boardman (2007;12 ) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. So, it is clear that reading is essential and cannot be separated with comprehension because knowing how to read the text has little value if the students are not able to know the meaning of the text.

Based on the concepts explained above, they can be concluded if reading is the most important skill in teaching learning. By reading it can be a key to

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achieve the goal of teaching, learning especially in English language learning. Reading is also as a process of communication between a writer and a reader. A writer has a message in her mind, such feeling, facts, ideas, and argument she wants to share. The writer puts the message into the words or printed verbal symbol. In reading, the readers should use their background knowledge; means the readers bring their knowledge, emotion, experience, and culture to what they read. Ur (1996) continued that when learners begin to read a text, or where there is a little or no helpful context, we depend on decoding letters to understand the words; but as soon as there is a meaningful context we tend to bring our own interpretation of the word. That is some way how to make a connection with a text, and how learners understand the meaning in a text.

Furthermore, Nunan (2003) divides reading into two types, strategic reading and fluent reading. Strategic reading is an ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading. And fluent reading is an ability to read at an appropriate rate with adequate comprehension. Both of those reading are important and related to each other. Students should be able to master reading comprehension of the texts.

Harmer (1998) formulated kinds of reading skill which are needed to be mastered. They are faster reading, skimming, scanning, making predictions (Predicting), reading for detailed information, reading between the lines, deducting meaning from context, reference and deducting meaning from form. The students cannot read fast because they often read a text word by word; they murmur every word they find. For example, they use their index finger to point the word in every line. This habit prevents them for being good readers. Skim is

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reading through a text quickly to find the gist or the main idea of the text. The gist is easily found in the first or the last sentence, which is called the topic sentence. Certain text can be skimmed by reading a text. Before the students are familiar with skimming skill, the teacher has to explain how to skim and give some exercises afterwards. There are two important things to do with developing skimming skill: The time must be strictly controlled and prevented from reading the whole text.

The purpose of skimming is to know whether the text meets the reader's needs. When the reader is skimming, the readers may go on reading, but when they do not do it, they leave the text. On the other hand, scan is reading through a text quickly to find specific information needed. For example, names, years, numbers, and words. Being interested in one text (the result of scanning), one will be eager to find further information quickly. He is not patient enough to read the whole text; what he wants is the answer to any question which exist is in his mind immediately after scanning. For example: knowing that the text is about a traffic accident – and he is interested - one is eager to know the answer which comes into his mind immediately such as when, who, and where. He might read the text again more carefully to find other information (if he wants or he is not satisfied with what he has gotten). Again, how to scan should be introduced to the beginners by telling them scanning signs (e.g. capital letters) which help them. Strictly controlled time, prevention from reading intensively, and limited number of questions must be put into consideration.

Predicting is very useful because it makes reading easier. Using the limited data a skilled reader will be able to predict what he has not known or read and his

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attention will be more closely focused on the context. Moreover, reading for detail information is used when one wants to get the information supplied by the text in the details. Most of the questions are given by the teacher when teaching reading belongs to the skill. The teacher tends to ask anything about the text. To get the meaning of a new word in the text one might stop reading and look up his dictionary. This is not always necessary. By reading the text he might be able to get the meaning. This ability to find the meaning of new word by making use of the clues found in the text is called deducting meaning from context. This skill is very important because one has to look up his dictionary whenever he meets a new word in the text. He will get bored and tired.

Reference is able to find the words, sentences, or paragraph which a pronoun refers to. Another way to get the meaning of an unfamiliar word is by making use of morphological information. A word might be analyzed into its. For example: knowing that the text is about a traffic accident – and he is interested - one is eager to know the answer which comes into his mind immediately such as when, who, and where. He might read the text again more carefully to find other information (if he wants or he is not satisfied with what he has gotten). Again, how to scan should be introduced to the beginners by telling them scanning signs (e.g. capital letters) which help them. Strictly controlled time, prevention from reading intensively, and limited number of questions must be put into consideration.

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Meanwhile, reading comprehension divided into three reading comprehension levels; literal comprehension, inferential comprehension and evaluative comprehension (Alonso, et al, 2009). In the literal comprehension level, reading comprehension occurs when readers recognize the form of words and the meaning so that the explicit information can be understood. Reading comprehension in inferential comprehension level is defined as an activity to understand whole text and to guess author's idea. At the last level, reading comprehension in evaluative comprehension level is defined as an activity to relate reader's knowledge and author's knowledge in order to make a new experience of understanding.

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There are three stages in reading. They are before reading, whilst reading and after reading (Abbott, 1981). Before/pre-reading stage is the activities before the students read the text. Then, whilst reading stage is the activities during the students read the text and try to understand the text. Hence, after/post reading stage is the activities to review the content of the text.

The purpose of the pre - reading stage is to build the students' knowledge of the text and to motivate the students to read. It is needed to focus the students' attention. To focus the students' attention, can be done by using a picture, asking some questions and analyzing word association. Then, the teacher could motivate the students by providing interesting texts. It will be difficult because each student has different interests. The different interests are caused by age, sex and cultural background. In this case, the teacher can motivate a class by some anticipation.

In whilst reading stage, the students read the text and try to understand both literal and implied meanings of the text. This activity can include identifying the main idea, finding details in a text, following a sequence, inferring from the text, recognizing the writer's purpose and attitude, recognizing discourse features, and the teacher's role is to help both individual learners with their particular difficulties and the whole group.

The purpose of post reading is intended to review the content of the text. In this stage, the students work on bottom-up concerns such as Grammar, vocabulary and discuss features and consolidate what has been read by relating the new information to the students' knowledge, interest and opinion. The activities of this stage, for example, the teacher asks some questions for

evaluation, asks the students to write a Summary of the text, asks them to retell the essence of the text. The purpose of reading also determines the appropriate approach to reading comprehension. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses.

There are two approaches that can be applied in the process of reading. The approaches are called bottom-up and top-down. Bottom up is a process of decoding meaning from the printed page. In the process, readers recognize a multiplicity of linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistics data processing mechanisms to impose some order on these signals. While, top down is a process that brings a whole host of background information into the area of making decisions about what something "mean". As the consequence, top down is also called "strategy-based" and bottom-up is called "skill-based" (Brown, 1994).

In addition, Grabe (2002) stated that the objectives of reading into several points, they are as follows: 1) Reading to search information, 2) Reading to skim quickly, 3) Reading to learn (from, text), 4) Reading to write (or search information needed for writing), 5) Reading to analyze the text, and 6) Reading for general information. Based on the objectives above, we can understand that reading needs a special attention. It is not surprising if reading is one of the important skills in learning foreign language.

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The objectives above were the reasons why the students read. Learning to read has an effect on language ability. So many advantages were obtained from reading. That is why reading is one of the important skills in Learning English. There are some pointers for reading pleasure that helps people to: 1) Improve their vocabulary, 2) Increase their reading speed, 3) Improve their comprehension, 4) Improve their writing, 5) Gain more knowledge, and 6) Find the examples of many different ways people speak and write (Mikulecky, 1990) Comprehending the text is one of the reading's goals.

Teaching reading can mean to facilitate students' performance in comprehending texts, and provide students with many opportunities for practice, they are the poet uses and the ways they are put together, but they do not need to identify main ideas and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses.

In addition, Nunan (2003) states that there are eight aspects to teach reading, they are: 1) exploit the reader's background knowledge, 2) build a strong vocabulary base, 3) teach for comprehension, 4) work on increasing reading rate, 5) teach reading strategy, 6) encourage readers to transform strategies into skills, 7) build assessment and evaluation into your teaching, and 8) strive for continuous improvement as a reading teacher.

Based on the opinions above, there are many aspects that influence the success of teaching reading. Firstly, the teacher chooses an appropriate material



related to the students' background knowledge and teach effective strategies on reading for them. Next, it also informs and explains the strategy of reading efficiently and effectively. So, the students have better reading comprehension with effective and efficient strategies. Finally, the teacher can also make an appropriate assessment and an evaluation toward the students' comprehension.

#### II.4. Teaching Strategy

A teaching strategy is the mental processes which teacher employs to learn and use the target. A strategy consisted of mental or behavior, activity related to a specific stage in the overall process of language acquisition or language use. The teacher as the pioneer of successful teaching has to have good competence to do the task of education. Ideally, in teaching teachers have to have good competence, especially pedagogic and professional competence to support good strategy in their teaching . When an unexpected event happens in the lessons and part of a teacher's skill is to decide what the response should be when they do. A good teacher is able to absorb the unexpected and to use it to their and the students' advantages or teachers have taken a decision to continue what teachers are doing despite the interruption to the ways how teachers imagined things were going to proceed (Harmer, 2007:24). Good teachers have to know what will be done to make teaching and learning process run well although there is an event happens. Whatever happens in the teaching and learning process teacher should prepare about other activities to continue teaching and learning.

The important thing in it is that teacher role should be suitable. One of the factors that can influence the process of effective teaching and learning. Related to the teacher's role in teaching, it depends on what students are doing. The

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important point is that teacher acts as a controller, an assessor, a resourcer and a tutor. The teachers have some ways to recognize their students' ability. In teaching and learning process, the students generally respect their teachers who show impartially and who do their best to reach all the students in a group rather than just concentrate on the ones who always put their hand up. In addition, a good teacher should try to draw out the quiet ones and control the more talkative ones, give some students more attention than others may make those students more difficult to deal with later since the students come to expect special treatment and may take teacher interest as a license to become over dominant in the classroom. Treating all students equally not only helps to establish and maintain rapport, but is also a mark of professionalism (Harmer, 2007:27) .The important thing is the teacher has to treat his students equally because if a teacher cannot be even handed to all of students it will make some students take a dominant position in the class.

Teaching does not only build a relationship between teacher and students, but it also covers the task of the teacher. The teacher has to show his or her professionalism through the teaching and learning process. Before conducting teaching and learning process, the teachers have to prepare and to make their teaching run well and successful. Beside that, it can make them arrange the activities that exactly appropriate to the lesson that will be taught.

In teaching strategy, managing classroom is one of the important things dealing with teacher skill. By using it, whatever the activities teachers can ask their students to be involved in. like Gebhard (1996: 69) declares that classroom management refers to the way teachers organize what goes on in the classroom.

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The teacher has the authority to influence the kind of interaction that goes on in the class and this creation is created from a combination of many related factors such as how much the teacher talks and what the teacher says, the teacher question behavior, and how the teacher give instructions, keep students on task and makes language comprehensible to the students. The goal of classroom management is to create a classroom atmosphere conducive to interact in English in meaningful ways.

## II.5. Strategy for Teaching Reading

According to Cahyono (2011:61), reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experience.

The purpose of reading cannot be separated from comprehension. Each purpose determines what to achieve after reading process. Reading comprehension requires the ability to perceive the exact of the passage being read or communicated. Cahyono (2011:61) states that there are three reading strategies that involve bottom up strategies, top down strategies, interactive strategies. Reading is a skill that is used in all subject areas and can greatly increase or decrease a student's success in the classroom. Reading strategies can be used to vary the approach students are given of any given text. Some reading strategies are summarized below:

### 1. Activating prior knowledge

Activating prior knowledge is a reading strategy that occurs before the student is introduced to reading material. The teacher uses a rereading activity, which can be done in the form of a journal or class discussion. This enables the

readers to make connections between something they already have knowledge of and the new knowledge from the text.

## 2. Clarifying

Clarifying is making the meaning of the text clear to the reader. This reading strategy is used throughout the reading. The students can be taught to ask questions, reread, restate, and visualize making the text more comprehensible.

## 3. Context Clues

Context clues are using words surrounding an unknown word to determine its meaning. This reading strategy can be taught in conjunction with vocabulary. The students should be encouraged to use context clues for an unfamiliar word while reading before immediately reaching for the dictionary.

## 4. Drawing Conclusions

Drawing conclusions is a reading strategy that is done after reading. To draw conclusions means the student uses written or visual clues to figure out something that is not directly stated in the reading. Teachers can facilitate this reading strategy by creating leading questions that relate to a reading. The students then respond with their own opinions, thoughts, or ideas that are based on information from their reading material.

## 5. Evaluating

Evaluating is a reading strategy that is conducted during and after reading. This involves encouraging the reader to form opinions, make judgments, and develop ideas from reading. Teachers can create evaluative questions that lead the students to make generalizations about and critically evaluate a text.



## 6. Inferring

Inferring is given a logical guess based on facts or evidence presented using prior knowledge to help the reader understand the deeper meaning of a text. This reading strategy is conducted during reading. An activity to practice inferring with students is to take a sentence from a text. Then, the students state the explicit meaning of the sentence as well as the inferential meaning.

## 7. Predicting

Predicting is using the text to guess what will happen next. Then, the readers confirm or reject their prediction as they read. Predicting is a reading strategy that done before and during reading. A technique to apply to this reading strategy is to use the Think, Pair, Share method and have the students form predictions, share with a partner, and then participate in class discussion.

## 8. Rereading

Rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text. For practice, have students reread a passage to check for understanding and modelling when rereading can be helpful.

## 9. Restating

Restating is a reading strategy where the reader retells, shortens, or summarizes the meaning of a passage or chapter, either orally or in written form. This reading strategy can be performed during reading.

## 10. Setting a Purpose

This reading strategy is started before reading. Setting a purpose provides to focus on the readers. You can introduce this reading strategy by having students

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to read the directions for a reading task and list the requirements. The students then need to determine why they are being asked to read. Eventually, you can start to encourage students to set their purposes when reading independently.

#### 11. Skimming and Scanning

Skimming and scanning are reading strategies that can assist a reader in getting specific information from the text. The students should be taught appropriate times to skim or scan, such as looking for a specific answer, and inappropriate times to use scanning or skimming, such as when reading to comprehend. Skimming is a reading technique that is used to get a quick “gist” of a section or chapter. Scanning is a reading technique that is reading quickly to locate specific information. You can first introduce skimming and scanning by brainstorming a list of textual clues that will help students, such as boldface type, capital letters, dates, key words, etc. Practice skimming and scanning can be practiced with short passages to gain mastery.

#### 12. Visualizing

Visualizing is a reading strategy that encourages students to use mental images that emerge from reading the text. This is done during reading to aid in understanding. This reading strategy can be introduced by reading aloud a descriptive passage while students close their eyes and imagine how it looks. Students then draw or write what they see and justify how the text supports their image.

This is in no way an exhaustive list of all reading strategies. It is up to the teacher, to choose appropriate techniques for your students. Varying these reading

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strategies increase the students' comprehension, retention, and command over the subject matter.

## II.6. Narrative Text

Narrative text is one of the English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, the narrative text can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as "the representation of an event or a series of events". Some examples of narrative text are fantasy novel, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but also they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. The narrative deals with problematic event lead to a crisis or turning point.

Anderson (1997:8) in Karolina (2006:25) states that a narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. Besides that, in Curriculum 2004 stated that narrative text is defined as a text which function is to amuse, to entertain, and to deal with actual or various experience in different ways. Oxford (2014) has said that narrative text is a

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representation of a particular situation or process in such a way as to reflect or conform to an overarching set of aims or values.

Anderson and Anderson (2003:2) state that Narrative text tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files, pictures, facial expressions and camera angles can also be used to help communicate meaning.

Wahidi (2009:7) states that narrative is text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

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In Curriculum 2004, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative text deals with problematic event lead to a crisis or turning point of some kind in turn and finds a resolution. Typically, the events described in narrative text are written sequentially. For instance, novels depict numerous episodes of action while short stories may only contain a few or even one episode. Nevertheless, both relate a causal chain of events: each event in the story leads to another, as the protagonist, or main character, tries to reach a goal or solve a problem.

A narrative text consists of some steps. Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

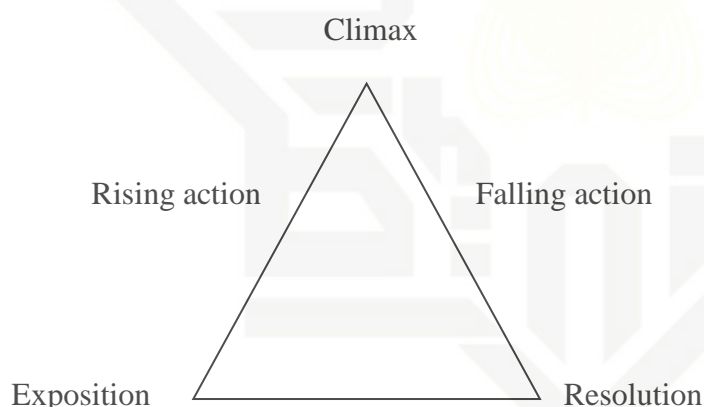


Figure 2.1 : Freitag triangle

That picture is known as the Freitag triangle. The idea of the Freitag triangle is to serve as a kind of blueprint or map which can be used to guide us systematically in our writing. The Freitag triangle consists of: (a) the composition, it establishes the characters and the situation. (b) Rising action, it refers to a series of complication leads to the climax. (c) The climax is the critical moment when

problem/conflicts demand something to be done about them. (d) Felling action is the moment away from the highest peak of excitement. (e) The resolution consists of the result or outcome. (Neo, 2005).

On the other hand, according to Anderson (1997), the steps of narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place. A complication is about the problems that the participants have. The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication involves the main characters and oven serves to (temporally) toward them from reaching their goal. A sequence of events where the characters react to the complication. A resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. And a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.

There are language features of narrative text. According Anderson (1997), the language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur, such as once upon a time, verbs to show the action, and descriptive words to portray the characters and settings. Beside that, the readers usually find direct and indirect sentences in narrative text and the writer uses the past tense; simple past, past continuous and past perfect tense.

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In addition, there are some types of narrative texts. They are humorous, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novel, and adventure (Anderson, 1997). There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

According to Berg, Ellen et al (2003:111), in Sari (2010:3) state that Affinity Strategy is a strategy to help the students to organize their ideas, using others ideas to generate a deeper understanding or more details, presenting, constructing a rationale by referencing the text for proof, categorization and organization.

Fernandez and Rodgers (2010:1) stated Affinity is a brainstorming approach that encourages less verbal members of a group to participate. First, all members of the group write responses to the problem or question on separate cards, then the cards are silently grouped by each member while the others observe. After a discussion, the agreed upon arrangement is recorded as an outline or diagram.

Based on some opinions above, to make a conclusion that Affinity Strategy is the strategy that use in a small group in which the student can organize the text using their knowledge and write into a sticky note in order they easy to find out generic structure/characteristic the text and make conclusions using their own word after reading.

Finding affinities, or similarities, between elements are one way to help students organize and think about their reading. Students brainstorm details from



their reading, then work together to organize details by main ideas. Working in teams, students piggyback on others' learning to increase comprehension.

## II.7. The Affinity Strategy

The Affinity Strategy teaches the skills of brainstorming, piggybacking (using others' ideas to generate a deeper understanding or more details), and presenting, constructing a rationale by referencing the text for proof, categorization, and organization. The affinity technique addresses the auditory, tactile, kinesthetic, visual, and interpersonal learning styles.

Vacca (2005:74) in Sari (2010:3) said that the procedures in teaching reading through Affinity Strategy are as follows:

1. The teacher provides a model the strategy for the students as a group activity before they are able to do it themselves. And then, the teacher ,gives the instruction for students to read the assigned text.
2. As before reading activity, students could write down all they know about the topic of the text they are presented with on post-its. Write as many details as they can remember from their reading on sticky notes one detail on each sticky note.
3. They should arrange the post-it notes into groups then name the groups to create categories, like characters, setting, conflict, resolution, etc. Place your sticky notes on the chart paper quickly without talking with other group members.



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4. During and after reading the text, students add more information on sticky notes and try to gather at least twenty post-it notes. Once that is done, they can recognize their categories or add more categories based on the information they have gathered. Working in a group, start organizing sticky notes that seem to be about the same thing. Look for ideas that have something in common, and put those ideas/sticky notes together in groups. Do not talk during this step.
5. The students could write as much information as they can remember without looking at their notes. Then, they could check their notes to see what they forgot and add that information. Now talk with the group about category titles for each cluster of sticky notes on the chart. Answer or ask questions about why certain details are on the chart or why they were grouped a certain way. Be sure to go back to the reading selection to prove why your detail should be on the chart or in a certain group if anyone asks.
6. Then, they could categorize the cards and give each category a name. Once your group has decided on titles or headings for each group of sticky notes, write these on the chart at the top of each group.

Affinity strategy is believed can be used in teaching reading. By applying this strategy, it will help the students to organize their thinking, to make the students easy to get ideas, to learn how to gather more information from the text,

to increase students' motivation in learning process of reading and to help the students develop their understand of reading text.

Muhlison (2011), *The Effectiveness of Contextual Teaching and Learning to Teach Reading Comprehension (An Experimental Study at the Eight Grade Students of MTs At-Thosari Kalirejo, Ungaran Timur in the Academic Year of 2010/2011)*. Thesis, Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies (IAIN Walisongo), 2011. Fanny Kartikasari (2011), *Improving Students' Reading Comprehension of Jumbled Texts in Narrative Text through Jumble Texts (Classroom Action Research of the Second Grade Students of SMA N 3 Pati in the Academic Year of 2010/2011)*.

## II.8. The Story Grammar Strategy

Story Grammar strategy is one of reading comprehension strategies of graphic organizer to comprehend narrative texts. According to Dimino (1990), Story Grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story. By using Story Grammar, the important information can be comprehended.

Story Grammar is a guide to help the students as they read the text. Story Grammar allows the students to comprehend the story easier. As Schmitt (1986) stated that the Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important information of the story by using an organizational framework. In addition, Story Grammar can be used as a foundation to answer the questions related to the story (Dimino et. al,

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1990). Then, Mahmoud (2010) also explained the benefits of the Story Grammar strategy. It can be used at all levels. This strategy is not only can improve reading comprehension, but also can enhance students' vocabulary, writing, and imagination. Then, it can motivate students to be proud with their work. It is appropriate to be used for students who work individually, pair, group or the whole class discussion. Furthermore, the information in a framework based on the assignment. So, Story Grammar is very helpful.

There are six steps of applying Story Grammar strategy. According to Short (1984), the steps are developing and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. The teacher can develop the teaching learning activities and media based on his/her creativity. So, the strategy will give motivation the students to learn reading a text better.

The teacher can start to develop and activate background knowledge of the students by showing a picture related to the story and asking some questions related to the topic. The teacher shows the format of Story Grammar on a whiteboard, explain the using of Story Grammar strategy to the students, explains how this strategy can help them in their reading comprehension and model how to apply this strategy. The teacher asks the students to read a narrative story, the story depends on students' level. After reading the story, the teacher asks the students to construct their own Story Grammar.

The students apply this strategy based on the organization of Story Grammar and the teacher should guide the students, for example by using pictures

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or guided question to support this strategy. Besides, the students could be divided into some groups to discuss the information about the text and after that compare with other groups. The teacher controls the discussion and explain more about narrative text, generic structure and feature language. Then, the students answer the questions related the story using the information in Story Grammar. Last, the teacher evaluates the student's success through assessing increases in achievement.

There are several researches that have been done by researcher in using Story Grammar strategy in reading comprehension. First, Mulyati (2011) conducted a research entitle "Using Story Grammar Strategy to Improve the Eighth Graders' Reading Comprehension of Narrative Text (at MTs Miftahul Muftadiin Muncar Banyuwangi)". It can be concluded that the Story Grammar strategy is an effective strategy to teach in the classroom, especially in reading activity. In teaching reading, a teacher usually gives some texts to the students and asks students to answer some questions. But through varieties activities in the classroom, it can warm up classroom atmosphere. Story Grammar strategy is one strategy which can be implemented in the classroom activity. It is effective to motivate students. We can see from the both studies, Story Grammar strategy can increase students' ability in reading.

## II.9. Advantages Using the Affinity and Story Grammar Strategy

From this selection data from teacher, especially at the eighth grade, the students got the advantages of reading. The researcher got more information about the advantages of the affinity story grammar strategy that used by a teacher from the interview and observation in the classroom.

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1. Bring joy to read. Not all of the reading activity make our brain tired and always need concentration. Reading can bring joy, because when the students read and get ideas and open their mind to do everything that make joyful. For example, when the students reading a humorous and funny story, they will smile and laugh.

2. Enhances the meaning with mental imagery. When the students like in reading, they will product much of the stimulus in their imagination. Automatically their brain will be save much of the information from what they read and the students will be enhancing the meaning from what they read in every sentence. The students will be happy when they must read in the classroom, although in crowded situations because they have discussed the material.

3. Strengthens a reader's relationship to the narrative text. Reading can build the relationship between the reader and the text, when the students read in narrative text they will know more what the element, step, content and all of about narrative text. So, the students that read will be have strengthens relationship to the narrative text. The researcher gets the data that the affinity and story grammar can make strengthens a reader's relationship to the narrative text from the field note January, 27th, 2017 at 09.30. Many elements in the stories that must know, especially in narrative text. The teacher used framework to make the story can show what the content in the story with 5W 1H (What, Who, Where, When, Why, How) to know the setting, characters, problem, action, resolution and theme from the story. The material that used in the classroom is

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narrative text. The elements that they know from the narrative text can make the students understand what they read. They can strengthen their understanding of the text that they read.

4. Stimulate the imaginative thinking. Activity in reading is like as transcriptions, when the students read a story they will think what the story about. In reading the goal of this teaching is the students' understanding the total meaning of a reading selection, but not all of them can understand with what they read.. When they want to know the continuation of this story they think and then stimulate the imaginative thinking will be working in the student's brain. It makes the students imaginative thinking work and grow.

5. Allow readers to create mental images from words to text. A good reader is the one who knows the purpose of reading. When we are as teachers and ask our students to read. They must know what they read to answer the question, understanding the meaning or to analysis the content. When they know what the purpose in their reading activity they create mental images from words in the text, what the meaning and can conclude from the text that they read. To make effective classroom, the teacher used presentation to the students. All of students know what the purpose of reading from the affinity story grammar strategy.

6. To train the ability of thinking. The brain is like a sword, the more will be more sharply honed. The converse if not sharpened, will also be blunt. Is an effective tool to sharpen the brain? The teacher answer is read. In this way the brain will grow stronger. Read the book as much as possible.

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According to experts, the advantage of reading the book can provide a pleasant effect for our brains. Reading can make the habitual in thinking and help improve cognitive skills and increase vocabulary.

7. Improving Comprehension. A concrete example of this benefit much felt by students as well as students. Where reading can improve comprehension and memory, which initially did not understand becomes clearer after the reading. The logic is simple, the student or students may not understand the subject matter / college if they did not read. Most of them have good enthusiasm in the affinity story grammar strategy, the students can make clear about the elements in a story appropriately in their understanding of the story that they read. The researcher thinks, in this strategy they are not bored. The affinity and story grammar strategy the students not only reading, but they also show the content of the narrative text story. To make effective classroom, the researcher used presentation to the students. So all of the students have the same opportunity to read and tell to all of their friends about the story that they read in oral language. It is clear that reading is very instrumental in helping someone to improve their understanding of a substance / material being studied.

8. Add insight and knowledge. Benefits of this one probably we've heard since we were kids. We certainly remember how many times we remind teachers that reading is a means to open up the world. With a lot of insight and knowledge, we will be more confident in looking into the world. This knowledge that the students get from the text they read.

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9. Sharpen the ability to write. In addition to adding insight and knowledge, reading can also hone the writing skills. In addition to the insights you write more extensive material, you can also learn the styles of writing another person to read it. Through reading you can get an abundant wealth of ideas for writing. The students can improve their understanding come from the first level who knows when they know the translation. The second level they can correlate with the other text and higher level when they understanding of the text and connected with the implicit and explicit meaning from what they read. The students who can connect the text that they read with the other occur will easy in writing ability. When they read in and get many knowledge they are easy to make sentences and write what they want to show to the reader.

10. Supports the ability to speak in public. Reading is an activity that will open up horizons and knowledge against the world. In addition to getting information about the events, read also able to increase the mindset, creativity and verbal skills, because reading will enrich the vocabulary and the power of words. Increased mindset, creativity and verbal skills will be very supportive in enhancing the ability to speak in public. From the interview of students on 3rd February 2016 they who have ability in reading will have brave to speak in public.

11. Improve concentration. People who love to read will have more brain concentration and focus. Because of this focus, the reader will have the ability to have full attention and practical in life. It also develops the objectivity and decision-making skills.



## II.10. Related Study.

As the comparison of this study, some previous researches about Affinity Strategy and Grammar Strategy On Students' Reading Comprehension are presented to analyze what points that focus on informing the design, findings and conclusions of the previous research, as follows:.

The first related study was conducted by Aly A amer (1990) entitled " The effect of Story Grammar strategy in EFL", According to Dimino (1990), Story Grammar strategy was a framework to help the students to analyze the main characters, setting, problems, events, solution, and assist students to outline a story. By using Story Grammar, the important information can be comprehended.

Story Grammar is a guide to help the students as they read the text. Story Grammar allows the students to comprehend the story easier. As Schmitt (1986) stated that the Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important information of the story by using an organizational framework. In addition, Story Grammar can be used as a foundation to answer the questions related to the story (Dimino et. al, 1990). Then, Mahmoud (2010) also explained the benefits of the Story Grammar strategy. It can be used at all levels. This strategy is not only can improve reading comprehension, but also can enhance students' vocabulary, writing, and imagination. Then, it can motivate students to be proud with their work. It is appropriate to be used for students who work individually, pair, group or the whole class discussion. Furthermore, the information in a framework based on the assignment. So, Story Grammar is very helpful.

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There are six steps of applying Story Grammar strategy. According to Short (1984), the steps are developing and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. The teacher can develop the teaching learning activities and media based on his/her creativity. So, the strategy will give motivation the students to learn reading a text better.

The teacher can start to develop and activate background knowledge of the students by showing a picture related to the story and asking some questions related to the topic. The teacher shows the format of Story Grammar on a whiteboard, explain the using of Story Grammar strategy to the students, explains how this strategy can help them in their reading comprehension and model how to apply this strategy. The teacher asks the students to read a narrative story, the story depends on students' level. After reading the story, the teacher asks the students to construct their own Story Grammar.

The students apply this strategy based on the organization of Story Grammar and the teacher should guide the students, for example by using pictures or guided question to support this strategy. Besides, the students could be divided into some groups to discuss the information about the text and after that compare with other groups. The teacher controls the discussion and explains more about narrative text, generic structure and feature language. Then, the students answer the questions related to the story using the information of Grammar Story. Last, the teacher evaluated the student's success through assessing to increase the achievement.

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The similarities between Aly A amers' research and this study were both focusing on teaching reading comprehension. However, the similarities came from the research, treatment; their study was focused on implementing story grammar, while this study was applying story grammar. In addition, this research design used in their research was a quantitative research, while this study design was quasi-experimental research.

The second research investigated by Cain and Oakhill, 2007: 41–76). Learning grammar, especially the use of grammar is one of the most difficult tasks for students. This is confirmed by international comparative studies (e.g., OECD 2009, 2013) and the result of national academic placement tests in the native language (Sinka, 2009; Vardja, 2008). By the end of basic school students must be familiar with the phonetic system of the language, the basis of orthography and be able to follow the basic rules covered at school (The National Curriculum for Basic Schools, 2010). Students had to construct proper sentences and used punctuation marks in simple and easier compound sentences, as well as applied this knowledge when creating texts. A variety of language teaching practices and strategies must be used to improve students' penmanship (Uibu and Männamaa, 2014: 96–131). Different ways of individual work or cooperative learning should be used depending on the topic and goal of teaching (Entwistle, 1998: 225–258). The general trend prevailing currently in language teaching was to move from teacher centered teaching to student-centered learning where the teacher encouraged analysis and creativity (Mattarima and Hamdan, 2011: 238–248). On the contrary, to the deductive learning which proceeded from the principle that at first, students got acquainted with language rules followed by explanatory

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examples and exercises, the inductive approach started with presenting examples and a student formulated a rule on the basis of these examples (Thornbury, 1999).

The similarities between Cain and Oakhill study and this research were both focusing on teaching reading comprehension. In addition, this research design used in her research was similar to this study; an experimental research. The subject was similar as well from the research, treatment; her study was focused on grammar, while this study was applying the story grammar.

The third research was investigated by Gleason and Ratner, 2009. The aim of this study was to ascertain how native language teachers explained mistakes in orthography, syntax and determination of the sentences' purpose of communication on students' texts and what practices they used to correct these mistakes. The study also analysed the strategies that teachers considered effective in preventing students' grammar mistakes. It also looked into the differences in opinions on effective language teaching strategies of teachers with different teaching experience.

The similarities between Gleason and Ratners' research and this study were both focusing on teaching reading comprehension. However, the differences come from the research, treatment; their study was focused on implementing mistake grammar, while this study was applying story grammar. In addition, this research design used in their research was quantitative research, while this study design was quasi-experimental research.

The fourth, James C. McCroskey the International Journal Of Language and Strategy West Virginia University and Linda L. McCrosket Arizona State

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University ; 1992 with title The Affinity – Seeking Of Classroom Teacher. Drawing upon the work at Belt and Daly (1984) in interpersonal contexts, affinity-seeking of classroom teachers was examined. Based upon data supplied by 311 elementary and secondary teachers, it was concluded that the strategies most commonly used by such teachers when seeking increased affinity with students are Physical Attractiveness, Sensitivity, Elicit Other's Disclosures, Trustworthiness, Nonverbal Immediacy, Conversational Rule-Keeping, Dynamism, and Listening. In contrast, such teachers report less use of Inclusion of Others, Self-Inclusion, Reward Association, Concede Control, Influence Perception of Closeness, Similarity, Openness, Present Interesting Self, and supports. These results are interpreted within the framework of task relationships involving status differential. Directions for future research in this area are outlined.

The conclusion was finding affinities, or similarities, between elements in a passage can help to make more sense of what the reading. Using the affinity strategy, the readers' brainstorm details from the reading. Then, it worked in a team to organize these details by main ideas. Working with your team, it gave feedback to others' ideas to increase reading comprehension.

The similarities between James C. McCroskeys' research and this research were both focusing on teaching reading comprehension in narrative text. In addition, this research design used quantitative research, while this study design was quasi-experimental research.

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The fifth, Dr. Ahmed Mahmoud and Dr. Ayman Nazzal the International Journal of Al-Quds Open University for Research and Studies - No.21 - October 2010 with the title “The Effect of Using “Story Grammars”. The purpose of the study was to investigate the positive effects of applying “Story Grammars” as a teaching strategy on students’ scholastic performance. To achieve this aim, the researchers used the aforementioned strategy in teaching junior and senior college students of pedagogy an advanced course in writing at An- Najah National University/ Faculty of Education during the first semester of the academic year 2004- 2005.

The researchers used the independent samples t- test to show the equality of means between the experimental group and the control group and to show the significant difference between the same two groups after applying the Story Grammar Approach (referred to herein as SG). Likewise, the researchers used paired samples t- test to show the changes in the experimental group students’ results after applying the SG strategy and to show the changes in the control group students’ results after applying the traditional strategy in teaching.

The findings of the statistical analysis were overwhelmingly in favor of incorporating the SG as a pedagogical conducive approach in the teaching of literary genres. The findings of the same experiment had also underscored the fact that there was a significant difference between the two groups in favor of the experimental group due to the application of SG as an effective strategy in teaching. As a consequence, and due to the positive results found, it was highly recommended that this strategy be considered an essential component of the pedagogy being used in teaching EFL and ESL classes.

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The similarities between Dr. Ahmed Mahmoud and Dr. Ayman Nazzals' research and this research were The purpose of the study was to investigate the positive effects of applying "Story Grammars" the both focusing on teaching reading comprehension in narrative text. In addition, this research design used a quantitative research, while this study design was quasi-experimental research.

The sixth related study carried out by, Short, E.J., & Ryan, E.B. (1984) entitled "Metacognitive differences between skilled and less skilled readers: Remediating deficits through story grammar and attribution training". Journal of Educational Psychology, 76, 225-235. The reading comprehension strategy was designed to provide students with a strategic plan for selecting important aspects of story information for further study by asking themselves the five "wh" questions.

Prior to teaching the strategy, it was necessary to evaluate the student's background knowledge. Using this in a classroom where the teacher was familiar with the students and their reading abilities would provide a lot of this information. Formal or informal assessments can be used to determine what skills the students possessed and what skills they lacked; doing a task analysis would provide the information for identifying the skills necessary to successfully complete the strategy.

#### **Task Analysis for Story Grammar Strategy:**

- Ability to read at the grade level that the book is written
- Knowledge of and ability to identify story parts (the "wh" questions)
- Knowledge of story, characters; how they are sometimes presented in texts

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- Knowledge of story setting
- Knowledge of story actions
- Ability to check for understanding
- Ability to turn thoughts into writing
- Ability to recall information that has been read
- Knowledge of emotions: how they are sometimes presented in texts
- Knowledge of story endings/resolutions.

The similarities between Gleason and Ratners' research and this study were both focusing on teaching reading comprehension. However, the similarities came from the research, treatment; their study was focused on implementing story grammar, while this study was applying story grammar. In addition, this research design used in their research was quantitative research, while this study design was quasi-experimental research.

The seventh, Dana Gurney the SAGE Journals of Learning Disabilities: 2010 with the title "Effective Literature Instruction For Hight Students with Learning Disabilities". This study examined the effectiveness of an instructional strategy for teaching comprehension of literature to 8 high school students with learning disabilities. The strategy, integrated recent advances in cognitive psychology with empirically derived principles of effective instruction. The texts included short stories from middle school and high school literature anthologies. A modified multiple baseline design was utilized. Results indicated improvements in the students' ability to answer questions based on the stories.

The similarities between Gleason and Ratners' research and this study were both focusing on teaching reading comprehension. However, the differences



came from the research, treatment; their study was focused on implementing literature of instruction ,while this study was applying story grammar. In addition, this research design used in their research was quantitative research, while this study design was quasi-experimental research.

The eighth, research was a research that was conducted by Krista Uibu,Merili Liiver the International Journal Of Teaching And Education No. 1 / 2015 with title “ Students’ Grammar Mistakes and Effective Teaching Strategies. In order to prevent grammar mistakes different teaching strategies are recommended”. The aim of this study was to find out what were the causes of grammar mistakes, what practices teachers used to correct students’ mistakes and which strategies were considered to be the most effective to prevent students’ mistakes. Twenty-five Estonian language teachers were asked to describe their teaching and prevention strategies. The quantitative content analysis indicated three types of teachers. Teachers with a deductive profile were considered to be the most efficient in supporting students’ recalling and remembering skills. Teachers with inductive or combined teaching profiles used more examples and diverse strategies. By using the effective teaching strategies, teachers were able to better support students’ language development and individual peculiarities.

The similarities between Krista Uibu, Merili Liivers’ study and this research were both focusing on teaching reading comprehension. In addition, this research design used in her research is similar to this study; experimental research. The subject was similar as well from the research, treatment; her study was focused on grammar, while this study was applying the story grammar.

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The ninth research was conducted by Yurita. The objectives of this study were to improve the students' ability in reading comprehension of narrative texts by increasing their motivation to read the use of Facebook, and to increase their ability in reading through writing process. This study used a collaborative classroom action research. The result of this study showed that the integration of Facebook in teaching reading without leaving writing process successfully improved the students' achievement on composing a narrative test.

Based on the a study by Yurita above, the similarities between this study and hers were concerned with reading narrative test. The students were required to read a narrative text through the use of Facebook. However, the differences between this study and hers were the strategy and research design. This study focused on application of affinity and story grammar, while her study concerned with the use of Facebook to improve students' reading comprehension.

The tenth was conducted by Mary Ann Lindell, this was her quantitative dissertation entitled “ *The effect of Microteaching on Pre-Service Teacher' Knowledge and Implementation of the Concept Mastery Routine*”. The purpose of the study was to investigate the effect of teacher education pedagogy on pre-service general education teachers' knowledge and implementation of the concept mastery routine which based on their teachers' motivation conducted in inclusive schools. Ann Lindells' finding of her theory revealed that interaction between time and condition, subjects effect for condition and subjects effect of time were not significant. On the other hand, this study focused on measuring the teacher's motivation in using an interaction strategy of practical teaching which the students were the peers.

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Several scholars have stressed the value of exposing our high school or college students to a variety of literary genres due to the infinite value from which our students could draw. Those scholars had also pointed out the significant role which literary forms could play in terms of enhancing students' analytical and logical thinking. Early exposure to different types of literary genres was likely to nurture students' aptitudes for the acquisition and understanding of knowledge (Purves, 1984; Hiltz, 1994; Belawati, 1998)

The findings of the current research on the teaching of literature seemed to indicate two issues: the significant value from which students could draw from the study of literary forms and the rationale behind the application of the most updated pedagogical approach underpinning the importation and acquisition of knowledge. Scholars from various disciplines have pointed out the tremendous value which students could obtain from the study of literary forms.

Those scholars underscored the type of skills which students could acquire from their early exposure to different literary genres. Early exposure to different literary genres was likely to enhance students' critical and analytical thinking skills and by virtue of that students would be able to develop into keen thinker and critical debates, (Defelice, 1996; Gonzalez, 2000; Obeitat, 1997; Salih, 1989; Shabka, 1987) . Defelice (1996) has overstressed the positive effects of funny stories on bringing natural and real situations to classrooms as they made students accountable for the success of the speech act themselves. Obeidat (1997) showed that literature materials could enhance students' ability to read, write and speak proper English. His position on the value and merit of the teaching of literature was consistent with that of Salih (1989). Both of them agreed that literature is a

pivotal means for the enhancement of students' open-mindedness, and their exposure to foreign cultures and foreign peoples. Salih (1989) emphasized the effect of literature courses to college students in terms of developing their open-mindedness and critical thinking. He also claimed that adequate exposure to a variety of literary genres affords students the opportunity to gain deeper awareness not only of their indigenous culture but also of other foreign ones.

## II.11. Operational Concept and Indicator.

The operational concept is the concept used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out this research, it is necessary to clarify briefly the variables in analyzing the data.

In this research, there are three variables; they are two independent variables which refer to Affinity Strategy or variable ( X1 ) and the Story Grammar Strategy or variable ( X2 ). Then, Students' Reading Comprehension refers to Y.

### II.11.The indicator

#### II.11.1The indicators of variable X1

The indicators of variable X1 or Independent variable 1 ( the effect of using Affinity strategy are as follows:

1. The teacher gives as a model of the strategy for the students.
2. The teacher gives the instruction to students' to read the text.
3. As before reading activity, the teacher asks students to write down all they know about the topic of the text.



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4. The teacher asks students to arrange the Post-it notes into groups, then name the groups to create categories.
5. During and after reading the text, the teacher asks students to add more information on sticky notes and try to gather at least twenty post-it notes.
6. The teacher asks students to write as much information as they can remember without looking at their notes.
7. The teacher asks students to categorize the cards and give each category a name.

**II.11.2.The indicators of variable X2.**

The indicators of variable X2 or the Grammar Strategy are as follows;

1. The teacher selects the pictures to relate the story
2. The teacher asks some questions related the topic base on pictures..
3. The teacher shows the form of Story Grammar on a whiteboard, explain the using of Story Grammar strategy to the students.
4. The teacher asks the students to read a narrative story, the story depends on students' level.
5. After reading the story, the teacher asks the students to construct their own Story Grammar.

### II.11.3. The indicators of variable Y

The indicators of variable Y or the students' reading comprehension are as follows;

1. The students are able to identify about the topic based on the picture given.
2. The students are able to find of characters, setting, conflict, resolution, reference, inference, and main idea based on the text.
3. The students are able to find some information based on the text.
4. The students are able to identify the generic structure of narrative paraghraph correctly.
5. The students are able to construct their own story or narrative.

### II.12. The Hypothesis

In this chapter, the hypotheses are;

1. **Ha** : there is a significant difference of applying the affinity strategy on students' reading comprehension, pre-test mean score between an experiment group 1 and a control group of the eighth grade students of SMPN 3 Tapung.
2. **Ha** : There is a significant difference of applying the Story grammar strategy on students' reading comprehension, pre-test mean score between experiment group 2 and a control group of the eighth grade students of SMPN 3 tapung.

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3. **Ha** : there is a significant difference of applying the affinity strategy and story grammar strategy on students' reading comprehension between pre-test mean scores in the experimental group 1 and an experiment group 2 at the eighth grade students of SMPN 3 Tapung.
4. **Ha** : there is a significant difference of applying the affinity strategy on students' reading comprehension between post- test mean score in the experiment group 1 and control group at the eighth grade students of SMPN 3 Tapung.
5. **Ha** : there is a significant difference of applying the affinity strategy and story grammar strategy on students' reading comprehension post-test mean scores between an experiment group 2 and a control group at the eighth grade students of SMPN 3 Tapung.
6. **Ha** : there is a significant difference of applying the affinity and story grammar on students' reading comprehension post-test mean score between in experiment group 1 and experiment group 2 at the eighth grade students of SMPN 3 Tapung.
7. **Ha** : there is a significant difference of applying the story grammar on students' reading comprehension between pre-test and post-test mean scores of the experiment group 1 at the eighth grade students of SMPN 3 Tapung.
8. **Ha** : there is a significant difference of applying the affinity strategy and story grammar on students' reading comprehension

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between post-test mean score in the experiment group 2 at the eighth grade students of SMPN 3 Tapung.

9. **Ha** : there is a significant difference of applying the affinity strategy and the story grammar strategy on students' reading comprehension between post-test mean scores of the experimental group 1 and the experimental group 2 at the eight grade students of SMPN 3 Tapung.